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ABSTRACT

In late 1987, the Holmes Group called for member institutions to report on their first year of progress in educational reform. These reports serve as an early benchmark for the work in progress around the country. Readers of the 71 reports received prepared analytic memos summarizing their observations; these memos serve as a principal basis for the commentary in this publication. The following areas are covered: (1) creating "integrated, extended" programs for teacher education; (2) establishing the professional studies curriculum; (3) broadening and deepening the liberal arts preparation of prospective teachers; (4) strengthening and integrating clinical experience; (5) recruiting minority students and faculty; (6) interacting with state policy on teacher education; (7) improving the quality of teaching and assessment in teacher education; and (8) first year problems and future agenda. (JD)

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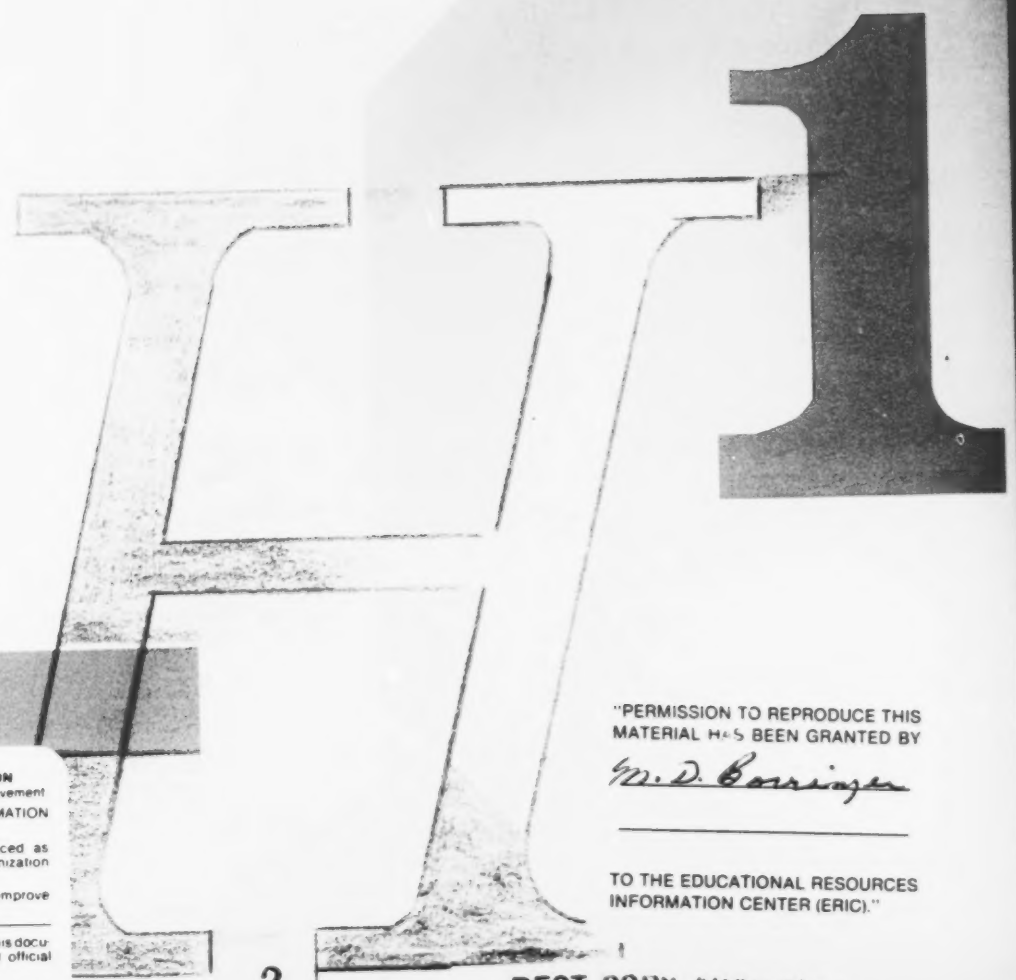
# *Work in Progress:*

# *THE HOLMES GROUP ONE YEAR ON*



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# *Work in Progress: The Holmes Group One Year on*

*January, 1989*

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# *Introduction*

The Holmes Group was launched in 1986 as an effort to stimulate reform of teacher education within the nation's research universities. The Holmes Group is a consortium of 96 universities dedicated to a shared vision of reform. That vision, set forth in the consortium's inaugural manifesto, *Tomorrow's Teachers*, emphasizes five principles: to make the education of teachers intellectually more solid; to recognize differences in teachers' knowledge, skill, and commitment in their education, certification, and work; to create standards of entry to the profession that are professionally relevant and intellectually defensible; to connect our own institutions to schools; and to assist in making schools better places for teachers to work and to learn.

This is a complex agenda requiring action on multiple fronts. The development of outstanding programs is the goal, but this can occur only within a process of institutional change that draws together the schools and the university, liberal and professional studies, theory and practice. The Holmes Group was formed to urge and support pursuit of an agenda that is doubly developmental.

First, as an institutional change effort, Holmes universities must work out new agreements and arrangements among a large cast that includes faculty and administrators in the arts and sciences and in the schools of education, K-12 school faculties, administrators, and their organizations, and public representatives at state and district levels. Such new agreements and arrangements inevitably span well-established boundaries, challenge deeply held beliefs and traditions, disrupt operating routines and procedures, and violate conceptions of self-interest. Therefore they require time, dialogue, and the deft management of change.

Second, as an intellectual challenge, the Holmes agenda requires the synthesis and representation of existing knowledge in reconfigured programs of teacher education as well as continuing inquiry to extend and deepen that knowledge. Both aspects are necessary to The Holmes Group rationale. We claim first that theoretical and empirical knowledge exists to usefully inform practice and to form a program of professional studies. And we recognize that such knowledge is incomplete, that a research university must continuously create new knowledge, and that a professional school must progressively incorporate new knowledge in the course of study.

The Holmes Group represents a commitment to take up these institutional and intellectual challenges and to pursue them in concert, for the success of each depends on the other. The education of a teacher begins early and extends over the course of a career. Constituent elements include liberal and general studies, professional coursework, clinical practice, and continuing education that intermixes the liberal and the technical. But the integration of these elements is an ideal long frustrated by the absence of supportive institutional forms. To attack the intellectual challenges of program development requires the creation of new forms and mechanisms for institutional cooperation. To encourage cooperation necessitates conceptual and curricular frameworks that synthesize and integrate knowledge across the fragmented landscape of disciplinary specialties, liberal and professional studies, practical and theoretical bases of wisdom. The twin imperatives, then, are to create the intellectual basis for the preparation of teachers and to embody such creation in supportive institutional forms.

The necessary changes must occur institution by institution, but require external assistance and support. This is the function of The Holmes Group. However, the change strategy involves a number of tensions, notably around the pace, scope, and uniformity of the envisioned reforms. The Holmes Group is a diverse collection of universities, each facing a somewhat unique set of conditions. Some universities initiated comprehensive reforms prior to formation of The Holmes Group. Others are still in the planning stages. The danger in moving too slowly is the loss of momentum, urgency, and sense of possibility in the face of competing forces that are shaping teacher education in many locales. The danger in moving precipitously is ill-conceived action and the failure to cultivate broad-based support, understanding, and ownership among the multiple constituencies involved.

A related tension concerns the scope of change. The Holmes agenda is multi-faceted, but to start everywhere at once risks dissipating resources and accomplishing little substantial change. Conversely, however, to pursue piecemeal reform denies the systemic, interconnected nature of the problems facing teacher education and substitutes parts for the whole. One cannot afford to ignore teachers' liberal learning while improving their practical experiences, for example, or to strengthen professional studies while failing to make connections with the schools. As institutions assess their comparative advantages, starting points will vary, but sustaining change and progressively widening the scope of efforts must become a hallmark of Holmesian reform.

A third tension involves the uniformity of change across institutions. The reform movement must balance adherence to some common principles with recognition that implementing those principles will produce a range of strategies and programs. If The Holmes Group is to retain a distinctive character and to serve as a catalyst for necessary but difficult change, then Holmes institutions must make good faith efforts toward common ideals. Yet standards must encourage inventiveness, permitting variation in response to local conditions.

These tensions are inevitable in a widescale and comprehensive reform effort. They cannot be managed in the abstract. They must be worked out over time through dialogue, negotiation, and regular stock-taking. To this end, The Holmes Group in late 1987 called for member institutions to report on their first year of progress in Holmes Group style reforms. These reports, received between February and June 1988, serve as an early benchmark for the work in progress around the country. The intent in calling for the reports was to gain a comprehensive understanding of the efforts underway, to identify issues on which progress appears steady and those on which problems have emerged, and to see the variations in implementation of our common purposes. What follows, then, is a synthesis and commentary on the efforts described in the reports.

We received 71 reports in all. Each report was read by at least two members of a team made up of Holmes Group staff together with several deans from both education and the arts and sciences. Members included John Palmer and Richard Wisniewski, deans of education, respectively, of the University of Wisconsin-Madison and of Tennessee; Tom Gale, dean of the College of Arts and Sciences, New Mexico State University; and Marianne Amarel, Kathleen Devaney, Joseph Featherstone, Gary Sykes, and Eric Weir of The Holmes Group national staff. Readers prepared analytic memos summarizing their observations; these memos served as a principal basis for the commentary that follows.

# *Creating "Integrated, Extended" Programs for Teacher Education*

One aim of The Holmes Group has been to extend teacher education, to secure more time for the student to integrate the elements of education that will prepare him or her for a profession in teaching. For decades teacher education has occupied an uneasy space within the undergraduate curriculum, trapped between contending claims that the liberal education of teachers is shortchanged and that the professional sequence, including opportunities for guided practice, is insufficient. Both claims are merited, together with a third claim that the liberal and the professional studies of prospective teachers have not been integrated adequately. In the twentieth century, professional education in all fields has been extended, partly in response to the rapid growth of knowledge underlying practice. The reform of teacher education, then, requires more of that most precious resource—time.

Across Holmes Group campuses a variety of structures are taking shape. These include revisions of undergraduate programs, integrated five-year programs, fifth-year programs coordinated with undergraduate education, master's degree programs for liberal arts graduates who wish to enter teaching, and alternate route programs that rely heavily on apprenticeship.

(We distinguish the structural alternatives, described here, from programmatic alternatives, discussed in the next section. The former vary features such as the point of entry and exit, duration, terminal degree, and institutional arrangements. The latter vary the intellectual themes, content, and focus of the program, within a particular structure. Holmes Group universities are developing both sorts of alternative.)

The Holmes Group does not advocate any particular program structure, nor does a particular change, such as elimination of the undergraduate degree, bespeak fealty to Holmes goals. Rather, the 1988 reports suggest that the Holmes Group claim for more time to prepare a teacher is being staked out in the form of "integrated, extended" programs—usually five (or more) years in duration, including an internship that is both intensively supervised and formally reflected upon. In these programs, a prescribed, coherent course of education studies begins in the undergraduate years, alongside work in a liberal arts major. Professional studies then extend into one or more postgraduate years. Throughout, the knowledge acquired in coursework is examined in early field

assignments and in student teaching, while the experiences gained in practice are reflected upon, with faculty and supervising teachers, in the light of research-based knowledge about learning and teaching.

The content of these extended, integrated programs varies greatly, but important commonalities include the following:

- a disciplinary or interdisciplinary undergraduate major for elementary as well as secondary candidates;
- pre-education courses and experiences typically beginning in the sophomore year;
- education coursework in the junior and senior years; and
- clinical experiences that may begin in the junior or senior year and extend into a fifth year, when students assume at least a semester of responsibility for a classroom, yet continue some coursework integrated with the internship and receive supervision from mentor teachers and university faculty.

A few of the five-year programs cast the whole fifth year as a paid (at reduced salary) internship, intensively and cooperatively supervised by the university and the school district, and supplemented by required seminars.

Other campuses are creating programs that concentrate education requirements in a fifth year that may include sessions in the preceding and following summers and during the academic year. Program models of this sort have a long history. The Ford Foundation sponsored MAT programs along these lines in the sixties, and on some Holmes campuses teacher education has been a graduate-level enterprise for some time. Fifth-year programs typically accept students who already hold a liberal arts baccalaureate degree, then integrate education coursework with clinical experiences in the schools, sometimes as paid interns, sometimes as practice teachers.

A number of universities are developing both five-year and fifth-year programs in response to increasing numbers of college graduates who seek to enter teaching. The large public universities in particular seek to respond both to undergraduates intending to teach and to college graduates who decide late that they wish to become teachers. Cutting across the undergraduate-graduate segments of the market are full and part-time students, introducing further complications to program design. Many students today must work to put themselves through college. Their part-time status, particularly their need for evening classes, creates scheduling and logistical problems around coursework, practice teaching, and the formation of "cohort groups," to which students are assigned for their entire education program. The jobs of part-time students may compete with their studies, threatening to blunt faculty's demand for "rigor." The challenge at many universities is to invent program structures that efficiently accommodate these segments of the market while at the same time broadening and deepening all prospective teachers' preparation.

In many locales, state policy is also influencing program structure. In a number of states, notably Florida, New Mexico, Oregon, Texas, Vermont, and Virginia, recent legislative and administrative mandates restrict the number of undergraduate credit hours that can be devoted to education. The intent is to increase a teacher's command of subject matter by requiring a liberal arts degree for certification. In some cases, these new state mandates have been quite compatible with Holmesian principles, while in others they have created difficulty and uncertainty.

A parallel policy development in nearly half the states is the creation of alternate route programs of teacher education. Such programs are sometimes restricted to areas of teacher shortage, sometimes not, and may be carried out by universities, school districts, or intermediate state agencies. Alternate route programs attract college graduates and tend to emphasize practical experience coupled with some coursework. Many Holmes institutions have created such programs, not only in response to state policy mandates but to the market of adult career changers now interested in teaching. On several campuses these adult students are considered to be very superior candidates because of their experience, seriousness, and commitment, provided they can devote full time to teacher preparation.

These structural alternatives often occur in combination on Holmes campuses. Institutions with small teacher education programs usually have a single approach consonant with tradition and longstanding conceptions of mission. But institutions with large programs graduating several hundred teachers annually are likely to diversify program structures in response to market and policy pressures.

Holmes Group institutions differ in the significance that is attached to offering such alternatives. Three approaches are evident. Some universities are working toward full-scale conversion to extended programs that will be the dominant if not sole mode of teacher preparation. Others are developing, and may institutionalize, multiple programs. Yet other universities are mounting small-scale experimental programs that may serve as precursors to full-scale efforts. On a few campuses, research is designed to compare the new structures with the traditional program. In some cases, alternatives take shape as aspects of a program development strategy. In others, alternatives represent more or less permanent adaptations to changing conditions.

This diversity of program structures suggests some general observations. First, many Holmes Group universities are responding to multiple external pressures in recasting their programs, including new developments in state policy together with shifting market, fiscal, and demographic conditions. The Holmes agenda is one among a number of contending influences on program development that institutions seek to reconcile, with diversification and market segmentation the dominant tendency.

Judged against the Holmes ideal of time enough for both liberal and professional preparation and integration of the two, a number of challenges emerge. Fifth-year programs risk divorce from undergraduate liberal studies, with little or no coordination between liberal arts and education faculties across the undergraduate-graduate divide. Five-year programs provide greater structural support for integration, but do not guarantee it will take place. And, providing intensive professional degree programs to the growing numbers of part-time students poses serious practical difficulties on many campuses.

Finally, several institutions report no progress in providing more time for professional preparation programs, raising questions about their stance toward one of Holmes' central commitments. In comparison with the majority of reporting members, who indicate commitment and progress in creating longer-than-four-year programs, at least as options, these institutions reveal doubts that prospective teachers need (or will give) more time, or indicate frustration at state restrictions that impede change, or express confidence in their current programs. The argument that Holmes founders made for the professionalization of teaching is not yet compelling to all educators, possibly because they perceive that it is not yet compelling to the public and policymakers.

The 1988 reports taken together imply several requirements for structural change in teacher education: clear, firm leadership from the dean; extended, probing discussion of the Holmes agenda among a large and representative segment of the whole education faculty; ways and means to connect the arts and sciences to education; support and resources from university-wide administration; and a cadre of faculty working together on redesign. None is sufficient by itself. Some of the reports testify that all of these together still are insufficient. This range of enabling conditions notwithstanding, promising work goes forward on the majority of campuses.

# *Establishing the Professional Studies Curriculum*

The central intellectual challenge facing Holmes Group institutions is the rethinking and rearrangement of the education curriculum into comprehensive, coherent programs that faculty collaboratively design and teach. The single strongest impression conveyed by the 1988 reports is that faculties in many Holmes Group institutions are rather bravely, exhaustively, and no doubt exhaustingly addressing this challenge. The word that recurs in their reports is "coherent". The credibility of the Holmes reforms rests here. The current political climate emphasizes liberal arts rigor and better supervised and supported clinical experiences and induction, but not professional education studies. Thus, Holmesian program development must identify and organize a body of knowledge about learning and teaching substantial enough to occupy more than a semester or so of college coursework. Teaching's claim to professionalism and the education school's claim to a central role in teacher preparation requires such a demonstration.

The reports provide evidence of major conceptual work underway on many campuses:

- development of new courses within a professional studies sequence about learning, schooling, and teaching;
- assignment of students to small, continuing cohorts in which to traverse the education course of study under consistent faculty advisement;
- "blocks" of interrelated methods courses;
- practica in campus laboratories providing video and computer simulation of teaching;
- early, extended field experiences in combination with "reflective" seminars;
- courses preparing students for the cultural and linguistic diversity of their future students.

This work is the result of deliberate, intensive, administratively supported, comprehensive planning processes, frequently arising out of the reorganizations of the education school or the creation of new structures—for instance, a center, a faculty, or an institute for teacher education. The faculty of these new entities represent departments and disciplines across the college of education and in some cases across the campus.

The process of producing these new courses is remarkable on several counts. Reports from many campuses suggest this work is the result of philosophical agreement—existing or achieved through persistent dialogue—on the part of the planning group. Several reports recount the interaction with liberal arts faculty members who have experience with teacher education and unusual empathy with public school teaching. Many accounts of change in the professional studies focus on efforts toward authentic, nonsuperficial involvement of expert practicing teachers—not just to supervise field placements but to contribute to course design and instruction.

On many campuses, distinctive themes provide guidance to the curricular work underway. The call for reports did not seek detailed curricular rationales, but the reports contain some leads, which fall naturally into the commonplaces of teaching identified by Joseph Schwab: a teacher teaching some content to someone in a particular setting.

Faculty at several universities have taken the setting or context as a starting point, and have begun fashioning programs that are responsive to local contexts, whether inner city or rural outback. Other universities take the cultural background and language of minority students as a leading theme. Yet other institutions begin with conceptions of content and of pedagogy, and a number of themes are prominent in curricular rationales.

One is "reflection", a term with Deweyan overtones given new impetus by the recent conceptual contributions of Don Schon emphasizing processes of problem-solving, reflection, learning from experience, and the like. These approaches stand in apparent contrast to programs with a behaviorist orientation that seek to impart discrete skills and competencies. A number of states have established competency-oriented performance measurement systems as part of certification, and this has impelled attention in a number of institutions.

A number of universities also are striving to capitalize on cutting-edge developments in the fields of cognitive and developmental psychology. Research on cognitive processes, expertise, the psychology of reading, writing, and mathematical reasoning, on conceptual understanding in science, mathematics, and other fields, and on the pedagogy of subject matter, is providing a stimulating set of ideas to build on. Yet other universities seek to draw on strong liberal arts traditions in creating new courses for teachers, often featuring interdisciplinary orientations. Finally, there is growing interest on a number of campuses in integrating preparation programs for regular and special education teachers, but the practical means have not yet emerged to effect a thorough integration, and controversy continues to surround this issue. Nevertheless, faculty at several institutions are planning programs with new forms of integration.

This range of program themes suggests that continuing experimentation with the intellectual content of teacher education is likely into the forseeable future. The notion of a "knowledge base" is beguiling; there is no lack of knowledge about teaching and learning. But the selection and organization of such knowledge into preparation programs is problematic, and a case can be made for tailoring programs to particular locales and student populations. Does "the" knowledge base for teaching teachers of Eskimo students in rural Alaskan high schools coincide with a curriculum to prepare teachers for New York City schools? Many universities feature programmatic alternatives within their preparation programs as well, shaped by the interests of faculty, the ecology of local schools, and university traditions.

Another important source of influence on the intellectual character of programs is the breadth of collaboration among faculty. On some campuses, recent actions have joined arts and sciences and education faculties in dialogue about knowledge for teaching. Elsewhere, the effort involved faculty across departments in the school of education, while in the majority of cases the teacher education faculty alone participated. Finally, at universities with small education departments, the liberal arts faculty have played a major role.

At the institutions where substantial change is underway, a strategic-structural change often went hand-in-hand with broad intellectual visions. Structural change served to crystallize issues, undercut loyalties to traditional programs, bring new actors into relation with one another, and ultimately contribute to the generation of new ideas and perspectives. One key, then, to the development of intellectually solid professional studies for teachers may be the organizational change strategy that disrupts old patterns as it creates new ones.

# *Broadening and Deepening the Liberal Arts Preparation of Prospective Teachers*

The Holmes call for rigor in the preparation of teachers has been misread in at least two fundamental ways. The first misreading, related to the changing structure of teacher education, is the common notion that rigor simply means the requirement of a fifth year or a master's degree constructed around long-term clinical practice in a realistic setting. The second misreading is the belief that rigor means simply more coursework in the liberal arts—in general education and in an arts or sciences major leading to a baccalaureate degree. (These two misconceptions are, of course, related—the master's degree is called for as an education studies add-on following a liberal arts bachelor's degree.)

These conceptions of rigor do not penetrate to the heart of The Holmes Group intent, which is that not only the content but the form of a teacher's college education be more comprehensive, more intellectually demanding, and more connected both to the sum of human knowledge and to the eventual translation of the teacher's specialized knowledge to his or her own students.

On many campuses, it is clear from the reports, faculties of arts and sciences believe that Holmes goals would be fulfilled if the school of education simply set prerequisites of a stronger general education core and an academic major. A much more sophisticated and difficult criterion of rigor is that the liberal arts courses, in their content and manner of instruction, should lead prospective teachers to make connections among disciplines, to discern what themes, concepts, and aspects of a particular discipline are most powerful for their own eventual teaching, and to experience lively instruction, provoking their own lively learning.

A few 1988 reports indicate the start of efforts on the part of education deans and faculty to advocate such a definition of rigor. But this has proven a most difficult goal at this stage of Holmes efforts. Many reports are largely silent about any relations with the liberal arts. Others report deferring attention to this topic in favor of professional and clinical studies. And those universities which have tackled this issue report tensions and difficulties.

There are a number of problems. One is the difficulty of influencing general education within the university from the relatively weak vantage of the education school. Teacher educators may invite arts and sciences faculty to engage in dialogue about teacher preparation, and to participate in curriculum and course planning, but there is little or no reciprocity concerning curriculum or teaching in the arts and sciences.

Yet from the perspective of teacher education, specialized arts and sciences knowledge is not necessarily what prospective teachers need. Rather, standard arts and sciences courses must move toward offering an analysis of the structure of the disciplines, of alternative ways of organizing and representing disciplinary knowledge in both logical and psychological terms, of relationships among disciplines, of ways teachers can help students integrate understanding of a subject, of common misconceptions and ways to correct and replace them, and of methods for presenting a subject that invite inquiry and stimulate thought. Both the organization of the liberal arts curriculum and the teaching methods commonly used by arts and sciences faculty are implicated here, along with the coordination of liberal arts and education coursework. As one report commented, "The university disciplines in too many places are arranged as increasingly narrow stepping stones to the Ph.D. rather than as widening steps to a broad highway of learning."

The obverse problem is equally apparent in many universities, and that is the narrow and technical conceptions of teaching and learning pursued within education schools. Too few incentives exist in the university as a whole to encourage genuinely liberal teaching and learning. The Holmes Group is not about more of the same—more specialized, fragmented liberal arts coursework taught in an illiberal manner, followed by more narrowly technical coursework in education. The commitment is to reform liberal studies for teachers to emphasize broad, interdisciplinary approaches, to model good teaching, and to promote subject matter understanding from the joint perspectives of pedagogy and the discipline. And equally, the commitment is to realize the intrinsically liberal character of good elementary and secondary teaching. Ways and means to pursue these commitments have largely eluded most Holmes Group institutions so far.

The challenge of jointly reforming liberal and professional studies takes on a distinctive character at the elementary and secondary levels. For prospective elementary teachers, the issue is a broad, interdisciplinary education that provides foundation for knowledge across the range of school subjects. Creating new majors—patterns of courses, but equally important, new course content—that supply breadth, depth, and integration of liberal learning is a major curriculum effort requiring substantial faculty collaboration within the arts and sciences, and between arts and sciences and education. Here the organizational and intellectual problems are joined in earnest.

At the secondary level, some disciplinary specialization is necessary, but the manner in which courses are taught and the content of those courses are crucial to future teachers' learning. Education faculty have little influence over the majority of their students' coursework, while arts and sciences faculty on most campuses resist overtures to reform curriculum and teaching in the liberal arts.

As one report commented, "There remains the issue of convincing the university outside of education of the importance of pedagogy and professional preparation, of understanding what subject matter pedagogy really is and where the expertise on it does or should reside, and of staffing, from the education side, the discussion with many content areas in the absence of adequate expertise in those fields."

Despite this overall assessment, a number of universities report some progress. On a number of campuses, joint committees of arts and sciences and education faculty are at work planning new courses, often with funding from the university itself or agencies such as FIPSE, NEH, and Carnegie, including the Project 30 grants. A number of universities are concentrating this collaborative work on creating interdisciplinary majors for elementary teachers. "The humanities are a particularly appropriate anchorage for an elementary school teacher", notes one report. "An elementary teacher is not just someone who imparts the essential elements. He or she serves as a cultural wellspring for children."

Another initiative with promise for fostering collaboration and for improving university teaching is the reliance on education faculty to provide courses on pedagogy to interested university professors in the arts and sciences. Such work goes forward on a number of campuses. At many universities, interest grows in assessing the outcomes of undergraduate education, with the danger that narrow, impoverished forms of evaluation may take hold or be imposed by external authorities. Teacher educators can serve as exemplars of complex and humanistic ways of assessing teaching, thereby supplying a valuable service to the university while contributing to the quality of university teaching.

The predominant forms of collaboration across Holmes campuses are familiar: joint or advisory committees, cross-listed courses, joint faculty appointments, and shared governance arrangements. But some new forms of collaboration are also emerging:

- Joint advisement of teacher education students by arts-sciences and education faculty who assist clinical faculty in supervising the required final semester research project;

- Reliance on arts and sciences faculty to serve on admissions boards, mentor teams, and other operational committees;
- Faculty restructuring so that teacher education faculty cut across the arts and sciences and education schools; and
- Regular collaboration in designing and teaching courses.

On many campuses these emerging relationships are idiosyncratic to particular faculty and areas of the curriculum, with indications that promoting broader, more systematic collaboration is quite difficult. Beachheads have been gained, then, but steady advance is uncertain. One report summed up the problem candidly after recounting substantial good faith achievements:

> The enthusiasm in the description above should not be misinterpreted. We do not and are never likely to have enthusiastic collaboration with the majority of faculty in the arts and sciences disciplines. Most simply do not value collaboration with School of Education faculty and have no interest in the preparation of teachers. What we have begun to accomplish is some real collaboration with a small number of faculty in the disciplines who do seem to care...This still stands as the norm within the university.

# *Strengthening and Integrating Clinical Experience*

The third major thrust of Holmesian reform is to strengthen the practice dimension by bringing practitioners onto the education school faculty, creating authentic, dynamic field experiences interspersed and aligned with all of students' course work, so that the prospective teacher can engage in a dialectic between theory and practice. This effort requires collaboration with expert practitioners—finding representative but hospitable schools for placements, accomplished teachers to place them with, and more accomplished teachers to join the faculty as clinical professors.

Creating and sustaining such arrangements is demanding work, beyond which lies the yet more challenging task of inventing professional development schools: sites where faculty create and try out new instructional and organizational ideas, where new staffing patterns and roles may arise that extend school and community-wide professional responsibilities for teachers, where collaborative research is a regular feature of school life, where faculty welcome and work with the larger community—schools, in short, for tomorrow.

The institutional reports indicate considerable progress underway on these aspects of the Holmes agenda. Most Holmes universities are at work strengthening connections to practice in a variety of ways. Most of the extended programs planned or implemented involve a year-long or semester-long internship in one or more schools. Extended field placements involve a number of features. One is the creation of formal positions that provide status, salary, and university perquisites to the teachers who serve as clinical faculty. Such teachers not only supervise interns in their own schools but teach courses at the university, conduct collaborative research with university faculty, and participate in school-wide improvement projects. Some universities are also developing courses and ongoing seminars for clinical faculty that convey supervision and mentoring skills and provide opportunity to explore this role and its responsibilities.

Developing these positions serves several purposes. One is to better integrate professional studies with clinical practice. A longstanding problem in teacher education has been the discontinuities between university coursework and practice teaching. Extended internships that involve university and school faculty in working with novices hold promise for creating a more productive dialectic between academic work and field experience.

A second purpose is to influence the nature of inquiry on teaching by joining university faculty with training in the social sciences to experienced teachers who represent and can articulate the wisdom of practice. Some reports indicate that the aim is not simply to apply theory to practice, but to reconceive the theory-practice connection, to emphasize practitioner knowledge. A post-positivist spirit pervades many of the reports, which express skepticism

at the notion that traditional social science methods alone are likely to produce usable knowledge in teaching. There is growing interest in exploring new ways to generate, test, and transmit practical knowledge about teaching. Such new methods of inquiry are likely to involve partnerships between expert practitioners and university professors.

A third aim is to develop and convey knowledge and skill in supervising interns. As part of program development efforts a number of universities are creating courses and seminars for participating mentor or master teachers to prepare them for new tasks and responsibilities. These experiences serve to convey skills of clinical supervision and to imbue practitioners with the philosophy and perspective of the teacher education program.

Emerging internship and practice teaching arrangements have a number of features. Large programs in particular seek to develop student cohorts that enter and proceed together through the program, including clinical placements in a cluster of schools that allow some common experiences. Many programs also attempt to schedule more than one field placement, so that students gain diverse schooling experiences. One common format, for example, involves semester-long internships in both a suburban and an urban school that present a different mix of students. Many programs are also coordinating field placements with ongoing seminars in which students have opportunity to reflect on their experiences with members of their cohort, with master teachers, and with university faculty.

Accompanying these program elements is formation of teams to supervise and instruct the interns and greater attention to formal induction and socialization experiences. Many universities are creating teams made up of university faculty and staff, sometimes including liberal arts representatives, clinical faculty from the cooperating schools, and occasionally school administrators. These teams work together in supporting, evaluating, and teaching interns, who often hold paid, part-time positions within the public schools. Authority tc supervise interns is shared among these educators because the university has a continuing responsibility to prepare the novice teachers and the school district has a responsibility to supervise, evaluate, and induct new members. In a number of locales, recent state legislation mandating internships as a step toward permanent certification has stimulated these new arrangements.

The formation of cohorts and supervisory teams supports another development in the clinical portion of teacher education. Programs are becoming increasingly sensitive to the sociological aspects of induction to teaching. Traditional approaches have treated practice teaching as an individual experience in schools, loosely mediated through contact with a university supervisor, often a graduate student. This pattern persists in many institutions, but there is growing attention to institutional arrangements that promote professional values and orientations as well as imparting skills of teaching. These include explicit modeling by master teachers, increased collegiality among groups of students proceeding together through teacher education, and creation of induction experiences, rituals, and shared ordeals that build commitment and esprit de corps among entering novices.

Holmes universities across the country are also in various stages of planning to create professional development schools, and a number of trends are evident. One pattern is to establish broad-based cooperative projects with surrounding school districts that involve exchanges and mutual service on a range of fronts including school improvement projects, staff development, administrator training, teacher preparation, collaborative research, trouble-shooting consultations, and development of new, bridging positions. These comprehensive projects take shape through extended negotiation and often involve joint governance arrangements among universities, school districts, and teacher organizations.

Other universities engage in more focused development of one or more professional development schools, often with the site or sites selected from a pool of volunteers. These schools will serve as locations for clinical placements, but members of the school faculty may hold adjunct positions in the university, while university faculty may teach part-time in the school. The focus in these sites, then, extends beyond the improvement of practice teaching.

Here plans are taking shape to conduct ongoing inquiry on teaching and learning, to actively experiment with new organizational and instructional practices, to promote teachers' professional involvement in schoolwide decision-making on matters of curriculum, scheduling, resource allocation, student assessment, instructional methods, staff development, community outreach and involvement, and school goal-setting and problem-solving. Most plans and projects are in their infancy, with some schools underway this academic year and others still in the planning stages.

A provocative range of practices is likely to emerge from these experiments, but there are some common understandings as well. Professional development schools will not duplicate yesteryear's university lab schools, nor

will they function as magnet or demonstration schools. They will serve not only as clinical sites but as focal points for future-oriented school-university partnerships, participating actively in inventing and trying out new practices. And their governance may represent new forms of cooperation among local communities, schools, and universities.

These developments are substantial and heartening, but the reports indicate a number of problems, and reading between lines surfaces additional issues. One crucial issue is identifying and involving outstanding teachers in this work. The mentor or master teachers who participate as clinical instructors, who supervise interns, and who take leadership roles in professional development schools must be fully accomplished, committed professionals who represent the values, dispositions, and skills that we wish to instill in future teachers. But many universities have few mechanisms for locating such teachers and convincing them to participate.

The reports also indicate how complex, protracted, and difficult are the negotiations between the university, the schools, and the teacher organizations. In a number of instances promising starts have been slowed by turnover in key administrators, budget cutbacks, new state mandates, or the emergence of conflict around sensitive issues. For example, teacher organizations have sought to include interns in contract negotiations, as their use in schools can mean a reduction in teaching positions.

Within the university, tensions also have emerged around the new clinical positions and in relations among academic and clinical faculty. An incident recounted in one report captures the difficulties:

> A university faculty member recently created a disturbance in a clinical faculty member's classroom following an observation. When asked to defuse the incident through dialogue with the clinical instructor, he argued that he had academic freedom when supervising. He did not think that academic freedom extended to the clinical instructor or that the clinical instructor was a colleague. Another faculty member recently commented that on occasion clinical instructors are becoming "aggressive" in their relationship with student teachers. Teacher educators believe that field experience is critical to teacher preparation, but they do not value the substance of its contribution. Professional knowledge produced within course work is valued more highly than professional knowledge and skills learned in the field. In fact, university-based professionals find it difficult to accept "learning" derived from the field. . .

This conflict points to deep issues in the conception of professional knowledge, in managing status strains, in creating a more inclusive teaching profession. Universities must now struggle to promote new attitudes, values, and norms that will support new patterns of practice and new structural arrangements between universities and schools.

*Tomorrow's Teachers* proposed the introduction of differentiated staffing into the schools that would be coordinated with varying kinds and degrees of teacher preparation. Have Holmes institutions made headway on this aspect of the agenda, and will professional development schools include the categories of instructor, professional, and career professional teacher? Several reports note the emergence of a program structure that parallels these distinctions: alternate route programs to prepare instructors, extended programs resulting in bachelor's or master's degree plus certification to prepare professional teachers, and an advanced degree program, either Ph.D. or Ed.D., to prepare the career professional. One or two universities also have begun designing advanced degree programs for master or mentor teachers, and these too might correlate with advanced positions for teachers.

In general, however, the reports are silent on this aspect of the Holmes agenda, suggesting there has been little planning or action on this front. The differentiated staffing recommendations of *Tomorrow's Teachers* stirred controversy, and within the schools today policy and practice on this issue are unsettled. Experiments are underway in many states and districts, but universities have played little role in these developments and can exert modest influence in shaping school staffing patterns. Within the emerging professional development schools new teaching positions may arise, but they will be negotiated locally. Most institutions have deferred direct action on this recommendation, perhaps indefinitely, and staffing patterns in professional development schools are likely to vary.

In reviewing the action underway, what remains unclear is the pace and direction of change. One reading of the reports, however, is that some universities will establish professional development schools to reinvent schooling in partnership with school officials and teacher organizations, while others will simply strengthen field placements for practice teaching in a variety of ways and create stronger relationships with schools around teacher preparation. The promise evident to date in the former type of action we hope will lead to more far-reaching efforts on many campuses. The concept of the professional development school is central to the Holmes agenda. Translating this concept into action is a priority in the next several years.

# *Recruiting Minority Students and Faculty*

Unprecedented efforts are necessary to recruit minority students and faculty to Holmes institutions. Evidence indicates a dramatic decline in the number of minorities entering teaching at a time when minority student enrollments are on the rise across the country. The Holmes Group complements its emphasis on intellectual rigor and professional excellence with a commitment to equity and to social justice. This commitment takes several forms. One is the infusion of multicultural information and experience into the coursework of teacher education. But equally, Holmesian programs must reflect a concern for equity in the recruitment and nourishment of minority faculty and students. The task is not easy. The flow of minority students into college is not large, and the lure of high paying, high status occupations is great. The schools of education must compete with the liberal arts and with programs in business, engineering, computer science, and other attractive fields for talented minority students. But entering this competition is a moral imperative: the decline in numbers of minority teachers is a crisis that threatens the social ideals of the public schools in a racially and culturally diverse democracy. Education schools must attack this problem not only with idealism, innovation, and initiative but with added resources.

The work underway appears insufficient. Many reports were silent on this issue or made vague, unconvincing references. Some Holmes universities serve communities that include few minorities. Their traditional recruitment pool must be expanded and altered, and the effort must be university-wide. The majority of universities, however, serve more diverse locales, and they consider it is specially incumbent on them to recruit aggressively. Their initiatives extend beyond recruitment to forms of social and academic support for minority recruits who have not received quality educations and to assessment that taps the teaching strengths of minority students. Equally important, these institutional reports express urgency to recruit minority faculty who can serve as role models and advocates for minority students. In the long run, a cadre of minority faculty on each campus may ensure strong, continuing efforts to recruit and support minority students.

A number of institutions have begun developing promising initiatives. First, many universities report the availability of scholarship and loan forgiveness programs established by the state, local or national foundations, the university, or the education school. Financial support is clearly a necessary component of any plan, but a number of institutions are pioneering additional steps, including for example,

- carrying through on a commitment to hire several minority faculty for each of the next few years;

- assigning fulltime staff to work on minority recruitment and retention efforts;
- developing a collaborative project between an urban university and school district to encourage interest in teaching and college attendance among middle school and high school minorities; to provide mentors to interested students; to supply workshops and other activities for these students on campus; to reach out to students' parents to involve them in supporting their children's aspirations to attend college and to teach;
- recruiting minority midcareer changers into teacher education programs, supplying counselling, financial resources, and other forms of suppport;
- investing in comprehensive on-campus advising and academic support services for minority students, targeted specially at those preparing to teach;
- cooperating with local community colleges that enroll minority students to encourage students interested in teaching to transfer to the university, and to assist in the community college's curriculum and faculty development;
- forming partnerships with predominantly black institutions for recruitment to graduate programs of teacher education that include scholarships and assistance; and
- creating community-based partnerships with business and civic organizations to supply scholarships and continuing support to high school students with interest in teaching.

These instances describe projects on one or more campuses, and they have achieved some success. Several reports indicate increases in minority enrollments as a direct result of targeted efforts. But systematic, persistent, aggressive initiatives are relatively scarce, and much work remains.

There is a final problem worth noting. As indicated, many universities are developing multiple programs for teacher education that recruit from different segments of their market. The programs sometimes share faculty and courses and are equal in the resources supplied, but the student populations may systematically vary along race and class lines. For example, many large, public institutions must accommodate part-time students working their way through college over five to seven years, as well as older students who want to hold their present jobs while they get a college degree. Part-time students are more likely to come from working class and minority backgrounds and may cluster in certain programs.

Critical design features of extended professional programs for teachers rely on full-time students. The formation of cohorts, the scheduling of classes during the day, the coordination of clinical experience with university coursework and other elements all require that students be engaged fully in professional preparation. Universities will be hard-pressed to provide these elements to part-time students who spread their schooling over many years, who are available for courses only in late afternoons, evenings, and weekends, and who have difficulty coordinating school-based clinical experience with their work schedule. Providing quality teacher education to part-time students will test many universities, and the equity implications are apparent. Universities cannot afford to run elite and second-class professional programs side by side. No report addressed this issue, but the creation of multiple programs on many campuses suggests that vigilance will be necessary to avoid inequities in program quality.

# *Interacting with State Policy on Teacher Education*

The Holmes reforms advance along an uneven front formed by the many new state policies affecting teacher education. Most reports alluded to the influence of state regulation on their efforts to change. The Holmes Group is one among a number of contending influences, and many institutions are struggling to manage change in a turbulent political environment. State policy has been supportive of Holmes initiatives in some instances, hostile in others. Some institutions have worked actively to anticipate and shape policy, while others have reacted. The 1988 reports contain many glimpses of the contest for influence, but the moral is that Holmes institutions must become more alert to and active in shaping their own regulatory environments.

As already mentioned, new state mandates have complicated efforts to pursue the Holmes agenda. A number of states have placed restrictions on undergraduate teacher education, requiring liberal arts degrees for future teachers while limiting education coursework. These regulations have created difficulties in designing integrated, five-year programs, with other adverse effects as well. Several reports noted that responding to new state requirements had pre-empted faculty energy and attention, leaving little appetite for yet another round of reform. Others decribed how conflicts among state agencies over promulgation and interpretation of rules had produced delays and confusion among university faculty and administrators trying to move ahead with program development. And still others described efforts to gear curriculum to state tests, lists of competencies and performance indicators, to ensure that their graduates might gain certification.

Some states, however, have been supportive of Holmesian reform. State-mandated intern and induction programs are becoming common, frequently accompanied by modest developmental grants and technical assistance. Initiatives are also underway to reform state assessment for certification, often with assistance from faculty in Holmes Group institutions. A few states also have supplied funds for program development, for minority scholarships, for creation of new assessments, and for experimentation with intern and induction models.

State policy, then, has had both positive and negative influence on Holmes-style reform. But the reports contain important lessons for the management of institutional change in unsettled political environments. Even in those states enacting Holmes-unfriendly policy, some institutions developed coping strategies that allowed progress. In a number of cases, deans are active in state-level policy circles, creating influence networks, building coalitions of support, and exerting influence via their work on state commissions, task forces, and other bodies. In other cases, deans have formed steering committees that include state actors such as the superintendent of instruction, so that Holmes reforms gained early support. And elsewhere, deans sought and obtained waivers to develop Holmes alternatives alongside state approved programs. Some institutions adopted the strategy of setting up policy institutes that engage education faculty with state policymakers. Conducting policy research useful to legislators and agency officials gains good will, promotes better understanding of the policy environment among faculty, and enhances influence over state policy.

While unfriendly state policy has absorbed energy, diverted resources and attention, created confusion, and lowered morale among teacher educators in some states, the reports provide evidence of determined leadership that secures resources, builds coalitions of support, buffers program development, and helps shape the regulatory environment for teacher education. Holmes institutions must be pro-active in managing their environment, for in many locales external events threaten to overwhelm internal change.

# *Improving the Quality of Teaching and Assessment in Teacher Education*

The unique province of the education school is pedagogy. Teacher educators must be especially attentive to the quality of teaching in their courses—modeling the teaching that they advocate, exemplifying concern for teaching quality to their students and to colleagues in the arts and sciences.

A number of the 1988 reports mention action to improve the teaching of teachers. Some institutions have developed rigorous evaluation and reward systems directed at the teaching of their faculty and graduate assistants. A number emphasize reflective teaching in their curricular revisions, an approach that faculty seek to exemplify. Others experiment with new technologies, including teaching laboratories, use of videotaping, computers and television. Finally, some education faculty have created outstanding courses that earn liberal arts credits and thus attract students from across campus. This may be a particularly effective strategy for recruiting outstanding students and for legitimizing education to the university community.

Holmes institutions also report considerable attention to assessment and evaluation in teacher education. Developing a framework of standards for entry to, progress through, and exit from teacher education is a central concern in many of the reports. Reports testify to the effects in many locales of state mandates that require tests for entry to teacher education as well as for certification. In some cases, states seek to reform assessment in ways compatible with Holmes ideals, but in many locales standardized tests of basic skills are the norm. Obviously these do not support or encourage professional conceptions of teaching. Many of the reports express unhappiness with tests in use and seek help in rethinking assessment. Teacher educators look for collaborations among Holmes institutions that can advance the state of the art in teacher assessment.

A number of institutions are moving ahead to create comprehensive standards. In quite a few cases, Holmes universities have raised standards for admission to teacher education, have established enrollment caps in elementary education, and are supplementing admissions procedures with such qualitative methods as team interviews of candidates and holistically scored essays. Others are creating comprehensive assessment systems to monitor students' progress through their programs, including reliance on new methods such as review of teaching episodes on video, preparation of portfolios of lesson plans, curricular materials, and student work, and development of original instruments to measure change in attitudes, values, and knowledge.

**Beyond attention to student standards and assessment practices lies another of the central intellectual challenges for The Holmes Group: the steady improvement of teaching, learning, and teacher education through systematic inquiry. As a consortium of research universities, The Holmes Group has undertaken a special obligation to inform the curriculum of teacher education with the steadily accumulating knowledge about teaching and learning. This obligation may take many forms:**

- **efforts to synthesize and represent existing knowledge in such materials of instruction as laboratory simulations, written and video teaching cases, course syllabi, program principles and objectives, textbooks, and others;**
- **collaborative inquiry with practitioners;**
- **targeted programs of research on questions central to teacher education;**
- **experiments with new methods of inquiry, and**
- **policy and evaluation research related to teacher education.**

Research is an ongoing concern at most Holmes universities, but a number of them report special initiatives. On several campuses, faculty have established new centers and institutes for inquiry on teacher education. Other universities are creating collaborative research networks with local schools, often as part of efforts to set up professional development schools. Elsewhere, inquiry is joined to curriculum development, as faculty seek to incorporate research-based insights on teaching and learning into the new programs of professional studies. And some institutions have adopted a consciously experimental stance in their program development, gathering evaluation data, studying their own programs, and tracking their graduates' effectiveness on the job.

These initiatives suggest that on an increasing number of campuses, the renewed attention to teacher education stimulated by The Holmes Group is beginning to shape and direct an institutional agenda for research. The outlines for such as agenda are shadowy, to be sure, but investigators across a range of disciplines are turning their attention to teacher education in a concerted manner. The Holmes Group, it appears, has helped focus and stimulate interest in the intellectual challenges of teacher education.

# *Looking Back, Looking Ahead*

The 1988 reports describe the first year of progress within The Holmes Group. Many universities initiated Holmes-compatible reforms some time ago, while others have just begun. Looking across the activity described here, one generalization emerges. Holmes institutions command greater control over some aspects of the agenda than others. Redesigning the structure of teacher education programs and developing the professional studies core falls within the mission of the education school. Teacher educators also can improve the quality of their own teaching, can elevate admissions requirements, and can improve the assessment of teaching and teacher education. Most schools of education also have developed relationships with local schools to provide practice teaching experiences. Consequently there is a base for strengthening and extending the clinical portions of teacher education, a goal supported by recent developments in state policy as well.

But other aspects of the Holmes agenda the education schools do not control. These include, on the university side, reforming general and liberal education for prospective teachers, improving the quality of university teaching, providing resources for recruitment of minority students and faculty, and creating connections between liberal and professional studies; and, on the school side, introducing new staffing patterns, organizational innovations, and teaching practices. Not surprisingly, there is less progress to report on these goals.

The 1988 reports also reveal the ambivalence and skepticism among education school faculty on a number of campuses toward the Holmes agenda. More than a few reports made reference to fears that graduate programs of teacher education might not attract students; that schools might not hire the new graduates with master's degrees; that no research supported the effectiveness of extended programs and justified the additional costs; that the university will not reward faculty members' involvement in program design and curriculum development; that increased collaboration will reduce individual faculty autonomy; that resources will not be available to sustain change on a grand, continuing scale; and that the effort to create Holmesian programs will be time-consuming and energy-draining.

This litany indicates the real fears and risks that the Holmes agenda provokes among teacher educators. The 1988 reports also indicate the other forces pressing on teacher education, which require attention and which often complicate or undercut pursuit of the Holmes agenda. Taken together, these reports portray teacher education as a vulnerable enterprise buffeted by external policy, budget fluctuations, demographic shifts, university politics—and a steady flow of innovations, bright ideas, social imperatives, research "findings". In short, a climate of constant reform. As one reader of the reports put it, "There is as yet no healthy school-university ecology that would play the role that wetlands play in protecting lakes and rivers, filtering out junk."

If this depiction captures one stream of commentary in the reports, there is another current as well. One year into Holmes-style reform, signs of progress, encouraging developments, enthusiasm, and esprit are unmistakable. On many campuses, administrators and faculty are at work on the Holmes agenda. Many teacher educators have long wished to contribute to the national movement to reform education, and The Holmes Group has served as a rallying point.

The Holmes agenda poses risks but also provides opportunities; it energizes as it makes demands. As one report noted, "Teacher education on this campus had survived many years of inattention and declining resources. . . We are in the process of rebuilding relationships external to the College of Education at the same time that we are rebuilding interest and expertise within the College. . ." Contributing to the formation of a genuine professional school of education is an intellectually challenging, politically stimulating endeavor that many Holmes participants appear to relish.

The work is well launched. Much has been accomplished, much remains to be done. This summary report is an occasion for some collective pride and a call for perseverance.

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